

SANDHILLS ELEMENTARY

130 Lewis Rast Road
Swansea, South Carolina 29160

GRADES 3-4 Elementary School

ENROLLMENT 567 Students

PRINCIPAL Dave Toole 803-568-1200

SUPERINTENDENT Dr. J. Franklin Vail 803-568-1000

BOARD CHAIR Lawrence Livingston, Jr. 803-568-2328

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	27	59	4	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

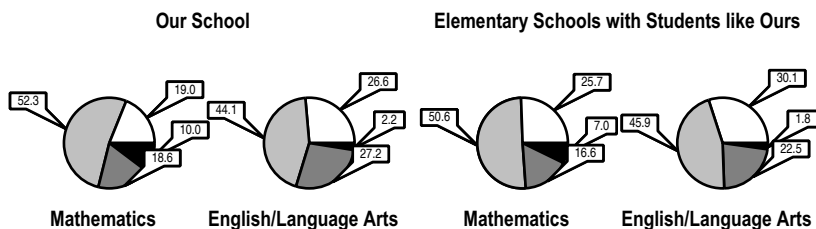
FOR MORE INFORMATION, VISIT WEBSITES AT:




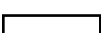
WWW.MYSCSCHOOLS.COM

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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	Average	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	29	241	175
Percent satisfied with learning environment	100.0%	90.4%	85.4%
Percent satisfied with social and physical environment	96.6%	81.2%	73.2%
Percent satisfied with home-school relations	48.3%	86.6%	87.6%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	557	98.7	26.6	44.1	27.2	2.2	29.4	17.6
Gender								
Male	272	97.8	31.8	47.5	19.9	0.8	20.8	17.6
Female	285	99.6	21.8	41.0	33.7	3.4	37.2	17.6
Racial/Ethnic Group								
White	416	98.8	25.7	44.1	27.3	3.0	30.3	17.6
African-American	129	99.2	29.2	44.2	26.7	N/A	26.7	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	10	90.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	467	99.4	23.0	43.5	31.1	2.4	33.5	17.6
Disabled	90	95.6	46.1	47.4	5.3	1.3	6.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	557	98.7	26.6	44.1	27.2	2.2	29.4	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	557	98.7	26.6	44.1	27.2	2.2	29.4	17.6
Socio-Economic Status								
Subsidized meals	393	98.2	30.5	45.2	23.5	0.9	24.3	17.6
Full-pay meals	164	100.0	17.9	41.7	35.3	5.1	40.4	17.6

Mathematics								
All students	557	99.8	19.0	52.3	18.6	10.0	28.7	15.5
Gender								
Male	272	99.6	20.7	52.7	16.5	10.1	26.6	15.5
Female	285	100.0	17.6	51.9	20.6	9.9	30.5	15.5
Racial/Ethnic Group								
White	416	99.8	17.5	47.6	22.0	12.9	34.9	15.5
African-American	129	100.0	25.0	67.5	5.8	1.7	7.5	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	10	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	467	100.0	14.0	54.6	20.2	11.2	31.4	15.5
Disabled	90	98.9	46.2	39.7	10.3	3.8	14.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	557	99.8	19.0	52.3	18.6	10.0	28.7	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	557	99.8	19.0	52.3	18.6	10.0	28.7	15.5
Socio-Economic Status								
Subsidized meals	393	99.7	21.9	56.3	15.5	6.4	21.9	15.5
Full-pay meals	164	100.0	12.8	43.6	25.6	17.9	43.6	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	272	N/A	24.0	43.3	30.4	2.3	32.7
	Grade 4	268	N/A	33.1	45.5	20.7	0.8	21.4
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	272	98.2	26.2	36.7	33.8	3.4	37.1
	Grade 4	285	99.3	26.9	50.8	21.2	1.2	22.3
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	272	N/A	22.4	46.4	20.2	11.0	31.2
	Grade 4	268	N/A	33.1	41.4	19.2	6.4	25.6
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	272	99.6	15.1	52.1	21.8	10.9	32.8
	Grade 4	285	100.0	22.6	52.5	15.7	9.2	24.9
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 567)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.7%	Down from 2.8%	2.8%	2.4%
Attendance rate	94.4%	Down from 95.7%	95.5%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	10.3%	Up from 5.9%	10.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.5%	Up from 8.8%	8.9%	8.0%
Older than usual for grade	0.9%	Down from 1.5%	1.4%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	45.5%	Up from 41.2%	45.9%	50.0%
Continuing contract teachers	69.7%	Up from 61.8%	85.3%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	N/A	N/A	86.0%	86.2%
Teacher attendance rate	95.7%	Up from 93.8%	95.2%	95.3%
Average teacher salary	\$34,892	Up 3.5%	\$39,374	\$39,909
Prof. development days/teacher	12.9 days	Down from 17.0 days	12.2 days	11.4 days

School				
Principal's years at school	2.0	No change	4.0	4.0
Student-teacher ratio	20.4 to 1	Down from 21.2 to 1	18.6 to 1	18.9 to 1
Prime instructional time	88.2%	Up from 86.9%	89.6%	89.7%
Dollars spent per pupil*	\$4,636	N/A	\$6,042	\$5,892
Percent spent on teacher salaries*	57.0%	N/A	66.0%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	95.8%	Down from 97.6%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Sandhills Elementary School serves approximately 580 students in grades three and four. The special education classes at Sandhills Elementary School serve students in grades kindergarten through fourth grade.

"Shaping Every Student for Success" is our mission statement. In an effort to continually improve, school staff and the School Improvement Council have implemented strategies from our five-year strategic plan that drive school improvement. The school has made great strides in improving instruction in mathematics, the use of technology, providing extended learning time through enrichment and computer lab classes, and providing opportunities for parental involvement in the curriculum.

In the 2002-2003 school year, Sandhills Elementary School averaged at least three instructional computers per classroom. Two computer labs, which meet a variety of instructional needs, were also available to all students. Sandhills Elementary School also added a research center that included 15 laptop computers and a variety of reference material. Development for teachers focused primarily on the improvement of teaching methods, aligning assessments with instruction, and aligning instruction to the state standards in all subject areas.

Students who need additional help received tutoring during enrichment and in the Fast Forward Computer Lab. A new math series was implemented to challenge all students to improve critical thinking and to understand mathematical concepts. Opportunities were given for parents to attend "refresher courses" in math in order to better assist students at home.

Challenges that are ahead for the school include an increase in parental and community involvement, an increase in student attendance, and improving instruction in the area of science.

The staff of Sandhills Elementary School and the School Improvement Council look forward to working with students, parents, and the community to make our school the very best that it can be. We would like to invite everyone to become a part of the "Sandhills Elementary Family" as we look forward to an exciting and successful school year.

Dave Toole, Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.